American Revolution Unit Plan

1. Desired Outcome: Students will be able to understand causes of the American Revolution as well as identify influential people and pertinent events.

2. Overarching Understandings:

To have a Revolution requires:

A. Young Revolutionaries with no connection to imperial or government powers.

B. New ideas and thoughts to motive change.

C. The need for representation in government.

D. Foreign alliances.

E. The need of a military and a strong leader.

F. Nation builders and financial supporters.

3. Understandings/Essential Questions:

A. What circumstances allowed American Revolutionaries to incite a revolution?

B. What helped the Americans win the Revolution against the strongest Army in the world?

C. Although the Americans won the war, were they justified in starting it?

4. Instructional Objectives: What I want my students to know and be able to do.

1. Name causes, events, terms, and people involved with the American Revolution.

2. Explain the ideas, thoughts and complainants of the revolutionaries and nation builders.

3. Translate primary sources of Thomas Paine, Thomas Jefferson, John Hancock, John Tudor and John Trumbull.

4. Relate Malcolm Gladwell’s theory about opportunity and chance, from his book Outliers (Chapter 5, p. 35-69), to the causes of events or actions taken by American colonists during the Revolution.

5. Summarize: British Policies and Acts, Prominent events, Pursuit of Happiness

6. Evaluate the actions of the of Americans during the Boston Massacre and Boston Tea Party.

Activities to stimulate above goals:

1. Read secondary and primary sources.

2. Write Essays.

3. Watch movies related to topic.

4. Investigate: Using library and/or the web.

5. Debate whether or not the revolutionaries had good reasons for inciting a revolution.

6. View 19th century artwork.

7. Popular Culture: Read 18th and/or 19th century novels as well as folklore.

8. Compare modern thoughts and ideas to explain the American Revolution.

5. Skills Required

A. Reading

1. Identify major events

2. Analyze primary and secondary resources

3. Be able to summarize

4. Recognize key terms

5. Identify prominent people

6. Interpret thoughts and ideas

7. Make connections

B. Writing

1. Organized Essays

2. Compose compositions about historical events/people

3. Properly cite quotes

4. Use quotes as supporting evidence

5. Display understanding of readings

6. Give Opinion

7. Criticize

C. Vocabulary

1. Learn key terms/words presented by teacher

2. Use new vocabulary in writings

3. Connect terms to events

4. Independently look up and define words

6. Targets: Knowledge and skills learned as a result of this unit:

A. Students will learn from the assigned textbook as well as primary sources about the American Revolutions as required by state/school standards.

B. Students will understand causes of the American Revolution.

C. Students will learn about key terms, events, and people of the Revolution.

1. I can distinguish between secondary and primary resources.

2. I can interpret what I have read.

3. I can write my opinions based on historical information.

4. I can define the meanings of key terms.

5. I can connect a historical figures with a historical event.

6. I can use modern ideas/thoughts and apply them to the past.

7. I can write a story relating to the American Revolution.

8. I can recognize facts.

9. I can create an argument and debate its contexts from both sides.

10. I can properly organize my essays.

11. I can visualize and interpret art in order to apply it to the historical topic studied.

12. I can make connections between people, ideas and events.

13. I know how to use a quote and properly cite it.

14. I can summarize readings about ideas/people/events.

15. I can research using library skills.

16. I can research using internet skills.

17. I can analyze readings, art or movies and then give my opinion of the people, events, thoughts and/or ideas that were presented.

7. Assessments to follow.

8. Possible Learning outcomes:

A. Research Paper constructing an argument concerning a person or event

B. Debates that will require the use of evidence in order to take a position and display their knowledge

C. Traditional Tests and Quizzes that will demonstrate understanding

D. Group presentations that will require working together and actively discussing a topic with peers to enhance knowledge and understanding

9. Final Exhibition

A. To create a fictional newspaper during the American Revolution in which all students will write an article about key terms, events or people.

10. Resources

A. The History Channel Presents: The American Revolution

B. Outliers: The Story of Success, by Malcolm Gladwell

C. The Declaration of Independence, by Thomas Jefferson, 1776

D. Common Sense, by Thomas Paine, 1776

E. Assigned Textbook

F. Painting: John Trumbull’s Declaration of Independence, 1817

G. A Summary View of the Rights of British Americans, by Thomas Jefferson, 1774

H. Taxes are Imposed Upon the People Without their Consent, by John Hancock, 1768

I. A Most Horrid Murder was Committed, by Deacon John Tudor, 1770

(Boston Massacre).

J. Young Goodman Brown, by Nathaniel Hawthorne, 1835

Rationale:

The book Outliers by Malcolm Gladwell is a tremendous resource for this unit plan. Outliers explains the stories of success of many people, such as Bill Gates. Gladwell’s theories about success are based on opportunity and chance. These theories can be directly related to many American revolutionaries who can be described as outliers. They were born in an era in which their families had been several generations removed from England, therefore, found themselves disconnected with the motherland. Another outlier was the colony of Boston where conflict developed over taxes and representation which provided the revolutionaries with golden opportunities to express their opinions and circulate propaganda. Additionally, the need of a foreign alliance was of extreme importance and the war came at a time where France would be willing to provide the colonies with assistance which made France outliers as well. Gladwell’s modern theories of success, based on opportunity and chance, will be extremely useful and easily applied in explaining the causes and outcomes of the American revolution.

American Revolution Lesson Plan: Day 3

1. Objective: Students will understand the following:

A. Taxations of the American Colonists by the British as a cause for the Revolution.

B. They will analyze and translate primary sources.

2. Standards met:

A. Students will understand the American Revolution as the result of colonial resistance to changes in British Imperial Policy after 1763.

NYS Social Studies Standards Unit 2 Section 4(a).

B. Students will understand Revolutionary ideology (republican principles, natural rights).

NYS Social Studies Standards Unit 2 Section 4(b).

3. Materials for this Lesson:

A. Taxes are Imposed Upon the People Without their Consent, by John Hancock, 1768. This is associated with the Townshend Acts.

4. Essential Question to be Addressed: (These will be written on the board)

A. What circumstances allowed American Revolutionaries to cause a revolution?

B. Although the Americans won the war, were they justified in starting it?

5. Starter Question to be asked: 5 minutes

A. Do you think having representation in government is useful or necessary?

6. To Begin with Direct Instruction by explaining: 15 minutes

A. The Proclamation of 1763, by King George III

B. The Stamp Act, 1765

C. The Townshend Acts, 1767

D. Boston Massacre, 1770

E. Tea Act, 1773

F. Boston Tea Party, 1773

G. Intolerable Acts, 1774

Above terms and events will be described in my own words. Students will then be able to interpret their significances and understand the motives.

7. Follow up activity: 15 minutes

A. Have the students work in pairs by pairing stronger readers with weaker readers.

B. Distribute a copy of Taxes are Imposed Upon the People Without their Consent, by John Hancock, 1768. (Primary Resource)

C. Students will read the handout then discuss three question written on the blackboard regarding the article(this is a short document).

1. What was John Hancock’s first and major complaint about the Townshend Act?

2. The British taxed the colonies to pay for troops which the British claimed was for the protection of the colonies. What did Hancock believe the troops were really there to do?

3. John Hancock was a rich merchant who was often accused of smuggling and not paying taxes by the British government. Do you think his essay was designed to protect the rights of the American people or was trying to protect his own wealth?

D. Handout will then become a class discussion with student participation including but not limited to asking questions, debating, making statements, giving opinions, etc. This will ultimately led back to my essential questions

8. To conclude: 5 minutes

A. Teacher will summarize what was learned.

B. Connect the new key terms, ideas and events to the essential questions.

Assessments for American Revolution Unit Plan

The following assessments will be implemented for this Unit Plan:

Diagnostic Assessments

My 9th grade American Revolution unit plan will include diagnostic assessments to help me determine students current knowledge and to aid in introducing new materials. There will be daily “Do Now’s” on the blackboard: What was the Stamp Act? Who was Paul Revere and how did he help in the Revolution? What was the Declaration of Independence and who wrote it? I will present names, key terms and events for class discussion each day: Benjamin Franklin, Thomas Jefferson, Boston Tea Party, Boston Massacre, Townshend Acts, Declaration of Independence.

Formative Assessments

This unit will include a variety of formative assessments. I intend on using several teacher constructed quizzes and tests to measure factual knowledge. I will also include essays so the students can demonstrate understanding in their own words: Name and explain two reasons why the American Colonists wanted to have a Revolution? What was the significance of the Boston Tea party and Boston Massacre? Why did the revolutionaries feel government representation was important?

The final exhibition for this unit will be for the students to create a fictional newspaper. These articles will consist of interviews, events and the concerns of the American colonists. This newspaper may include also, but is not limited to, pictures, ads, poems and events happening in other parts of the world such as in France or England.

This final exhibition will be shared with the entire 9th grade class, parents and the school community. I will include a teacher constructed rubric to help guide the students with this authentic assignment. This assignment will be based on ideas, prominent people or events during the American Revolution. As a guide for this assignment I will attach a review sheet of topics discussed and I will also include a list of ideas for the students use but will not limit their aspirations. They’ll be encouraged to be as creative as they deem necessary to aid in the effectiveness of their article. One article a student may write about could be the Boston Tea party. That student will be expected to write about the essential details of the incident and include fictitious interviews and/or quotes that will demonstrate understanding, knowledge and creativity.

Summative Assessment

A summative assessment I will employ throughout this unit will be Document Based Questions (DBQ). These are primary sources that the students will be expected to read and interpret its significance. An example of this would be Thomas Paine’s Common Sense. This will be a critical component of this unit.

Assessments for American Revolution Lesson Plan Day 3

Lesson Plan Day 3

Diagnostic Assessment

On this day I will start with a “Do Now”: In your history packet go to Chapter 3 and answer questions 1-5. These questions will assess the students knowledge about the Townshend Acts.

Summative Assessment

On this day I will distribute a copy of Taxes are Imposed Upon the People Without their Consent by John Hancock. The students will read this article and answer the following questions in groups which will than be discussed in class.

1. What was John Hancock’s first and major complaint about the Townshend Act?

2. The British taxed the colonies to pay for troops which the British claimed was for the protection of the colonies. What did Hancock believe the troops were really there to do?

3. John Hancock was a rich merchant who was often accused of smuggling and not paying taxes by the British government. Do you think his essay was designed to protect the rights of the American people or was he trying to protect his own wealth?